



**Indiana Department of Education**  
**KINDERGARTEN BALANCED CURRICULUM VERIFICATION CHECKLIST AND**  
**KINDERGARTEN CURRICULUM POLICY-ASSURANCE FORM (DOE-HP)**

Accreditation School Year

**Legal Standard 21 – KINDERGARTEN CURRICULAR OFFERINGS** (511 IAC 6.1-5-0.5 and 511 IAC 6.1-5-1)

**Date Due:** January 31 (Accreditation Year Only)

**Submittal Form: KINDERGARTEN CURRICULUM POLICY-ASSURANCE FORM**

**Documentation Procedure-** Each school must complete and maintain the completed **Kindergarten Curriculum Verification Checklist** on file at the school until the next accreditation cycle. In addition, each school principal must complete and submit to the Indiana Department of Education (IDOE), Office of Program Development the **KINDERGARTEN CURRICULUM POLICY-ASSURANCE FORM** that specifically assures the State board of Education that the school's curriculum provides instructional programs and opportunities in accordance with State Board of Education rule 511 IAC 511 IAC 6.1-5-1.

**Verification Procedure-** Upon receipt of the assurance statement, the Office of Program Development verifies that a school has assured the State Board that it meets the kindergarten curriculum requirements and provides specific notation of any school's noncompliance to the Division of School Accreditation.

**Contact Information:**     **Office of Program Development**  
Indiana Department of Education  
Room 229, State House  
Indianapolis, IN 46204-2798  
Phone: 800-527-4930  
Website: [www.doe.state.in.us/opd](http://www.doe.state.in.us/opd)

**Assurance Form must be submitted with the principal's original signature by January 31 of the accreditation year.**  
Please contact us with questions at (317) 232-9170 or (800) 894-4044.

**Mail the completed Assurance Form to:**  
Attention Curriculum Verification, Office of Program Development  
Room 229, State House, Indianapolis, IN 46204-2798

**\*The IDOE reserves the right to review your "Kindergarten Balanced Curriculum Verification Checklist" if needed.**



# Indiana Department of Education KINDERGARTEN BALANCED CURRICULUM VERIFICATION CHECKLIST (DOE-HP)

Accreditation School Year

Indiana Curriculum as required by 511 IAC 6.1-5-0.5 and 511 IAC 6.1-5-1

<b>School Name and Number:</b>	<b>Review Date:</b>
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**Directions:** Based on your evaluation, rate the effectiveness of your curriculum for each subject area on the chart below, using the defined rating scale.

+ strong component      ✓ satisfactory      - needs improvement      NA not applicable

<b>Sec. 1</b> <b>(a)</b> The kindergarten curriculum shall include developmentally appropriate activities in the following areas: (1) Language experiences, including oral, listening, and visual activities; (2) Creative experiences, including music, dramatics, movement, arts, and crafts; (3) Personal growth experiences, including motor skills development, health, safety, nutrition, and self-concept development; (4) Social living experiences; (5) Environmental and science experiences; and (6) Mathematical experiences <b>(b)</b> Schools shall maintain instructional programs that provide all students with opportunities to acquire the knowledge and skills identified in Indiana's Academic Standards as established in subsection."				
<b>Language Arts</b>				<b>Grade K</b>
Time: minutes/week				
Mark appropriate column for each category.				+    ✓    -    NA
(1) Language experiences, including oral, listening, visual activities, and experiences to enable students to become proficient language users as: (A) readers; (B) writers; (C) listeners; (D) speakers; and (E) thinkers.				
<b>Fine Arts</b>				<b>Grade K</b>
Time: minutes/week				
Mark appropriate column for each category.				+    ✓    -    NA
(2) Creative experiences, including music, dramatics, movement, arts, and crafts that develop the skills to: (A) use color, shape, line and texture to express personal ideas and interests (B) create two and three dimensional work using the tools of drawing, painting, printmaking, ceramics, sculpture, fibers, mixed media; (C) develop personal criteria for evaluating artistic products; (D) using simple songs and play simple rhythms on an instrument; and (E) distinguish between volume levels and musical pace.				



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<b>Physical Education and Health</b>	<b>Grade K</b>			
Time: minutes/week				
Mark appropriate column for each category.	+	✓	-	NA
(3) Physical experiences that develop fundamental locomotor and non-locomotor skills that: (A) develop fundamental stability and manipulative skills; (B) develop rhythm and dance movement skills; (C) develop aerobic endurance, flexibility, and muscular strength and endurance.				
(3b) Health education experiences that leads in order to: (A) a simple understanding of the relationship between healthy behaviors and health and wellness; (B) use of safety skills needed to avoid injury.				
<b>Social Studies</b>	<b>Grade K</b>			
Time: minutes/week				
Mark appropriate column for each category.	+	✓	-	NA
(4) Social Studies experiences that provide hands-on learning experiences in order to: (A) develop a sense of time and make connections with their past; (B) develop responsible membership in the school, community, and nation; (C) develop the knowledge of the various jobs that exist in their community; (D) introduce maps and globes as a way to representing places on the Earth; and (E) develop an appreciation for cultural and racial diversity.				
<b>Science</b>	<b>Grade K</b>			
Time: minutes/week				
Mark appropriate column for each category.	+	✓	-	NA
(5) Science experiences that provide hands-on learning opportunities in order to: (A) observe and describe living things using science skills; (B) use numbers, pictures, and words to summarize and communicate what they have observed; and (C) apply simple categories to classify what they have observed (size, color, and shape).				
<b>Mathematics</b>	<b>Grade K</b>			
Time: minutes/week				
Mark appropriate column for each category.	+	✓	-	NA
(6) Mathematical experiences that provide hands-on learning opportunities in order to: (A) lead to an understanding of basic mathematics concepts; (B) encourage the discovery of simple mathematical relationships; and (C) enable students to apply their early understandings to solve real problems.				